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ABSTRACT

Part one of this bibliography lists 47 studies on the teaching of vocabulary, grades five through adult. Studies are divided into four sections on the basis of the measure used in comparing methods: general vocabulary; content area vocabulary; word lists, word parts, and related tasks; and concepts. For each study, the students involved, methods compared, and findings are briefly described. Part two of the bibliography lists other selected studies relevant to the teaching of vocabulary. (AA)

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A BIBLIOGRAPHY OF STUDIES RELATIVE TO THE TEACHING OF VOCABULARY: GRADES FIVE THROUGH ADULT

PREPARED FOR NATIONAL READING CONFERENCE
ST. PETERSBURG, FLORIDA
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PART I

ANNOTATED BIBLIOGRAPHY OF EXPERIMENTAL STUDIES RELATED TO THE TEACHING OF VOCABULARY: FIFTH GRADE TO ADULT LEVEL (1950-1975)

A. Programs Evaluated on Basis of Improvement in General Vocabulary

Alexander, J.E. A programmed versus a conventional approach to vocabulary development in college remedial reading classes. (Doctoral dissertation, University of Kentucky, 1968). Dissertation Abstracts International, 30(4A), p. 1425, Order No. 69-15, 452.

Students: 90 college freshmen in compulsory remedial reading classes
Methods compared: Programmed and dictionary approaches
Findings: Both methods considered equally effective

Biedermann, F. A comparison of the effects of two methods on the reading vocabulary, comprehension, accuracy and rate of selected students at the George Washington University. (Doctoral dissertation, George Washington University, 1974). Order No. 75-12, 606.

Students: 70 volunteers from college undergraduate psychology classes
Methods compared: Vocabulary expansion, paperback scanning, and incidental learning (control)
Findings: Students using paperback scanning method indicated as superior in reading accuracy; no significant differences between groups on other variables

Blevins, M.L. A comparative study of three methods of instruction in vocabulary achievement of students in the Adult Institute. (Doctoral dissertation, Oklahoma State University, 1970). Dissertation Abstracts International, 31 (10A), p. 5108, Order No. 71-11, 105.

Students: 36 adults in an Adult Institute
Methods compared: Two types of contextual methods ("natural" and "contrived") and an approach identified as Practical High School English
Findings: Significant advantage in favor of the "natural" contextual and Practical High School English approaches

Bohac, J.J. & Frank, P.R. The effectiveness of the teaching machine as a method of teaching vocabulary and the relationships of personality types to the teaching machine as a method of instruction. (Doctoral dissertation, United States International University, 1969). Dissertation Abstracts International, 31(12A), p. 6394, Order No. 70-20, 721.

Students: 149 high school students involved in an English Learning Center Program
Methods compared: Teaching machine programs vs programmed workbooks vs incidental learning (control)
Findings: Teaching machine group showed significantly higher gain in vocabulary acquisition; showed slight loss on follow-up retention

test. Anxiety level and introversion-extroversion factors did not affect results

Braddock,R. & Kraus, S. An experiment in accelerating the vocabulary growth of remedial students. College Composition and Communication, Dec., 1958,59, 216-219.

Students: Entering university freshmen who ranked in lowest decile on placement test

Methods compared: Teaching of teacher-made lists from students' texts vs encouraging students to make own lists vs "no treatment" group

Findings: No significant differences between groups

Brown, J.I. Reading improvement through vocabulary development: the CPD formula. In Schick and May, New Frontiers in College Adult Reading, Fifteenth Yearbook of the National Reading Conference, 1966.

Students: College students in reading efficiency courses

Methods compared: Use of vocabulary texts vs incidental learning (control)

Findings: Experimental group made greater gains on Nelson Denny Vocabulary section; statistical significance not given

Note: This was one of several "experiments" reported in this article. See Section C for others.

Burnett, M.J. Effectiveness of programmed vocabulary instruction in an undergraduate business course. (Doctoral dissertation, North Texas State University, 1972). Dissertation Abstracts International, February, 1973, 33, (4236A), Order No. 73-2892.

Students: Students in an undergraduate collegiate business communication course

Methods compared: Use of programmed vocabulary books vs incidental learning (control)

Findings: No significant differences between groups in vocabulary or comprehension growth, or in written communication ability

Crump, B.M. Relative merits of teaching vocabulary by a direct and an incidental method. (Doctoral dissertation, University of Arkansas, 1965). Dissertation Abstracts International, 26(02), p. 901, Order No. 65-08,447.

Students: 74 college freshmen enrolled in a speech class

Methods compared: Direct teaching of instructor-selected words vs incidental learning (control)

Findings: No significant differences in vocabulary growth between experimental and control groups

Currie, W. An evaluation of two methods of teaching vocabulary through the use of word parts in grades seven, eight, and nine. (Doctoral dissertation, Boston University, 1963). Dissertation Abstracts International, 24(10), p. 4094, 64-03,581.

Students: 823 students in grades 7, 8, and 9 from two suburban public schools
Methods compared: Discovery method involving classifying vs direct teaching of word parts vs incidental learning (control)
Findings: Discovery method indicated as superior to other two groups in general vocabulary, word parts, and five other tested variables

Danner, H.G. An evaluation of two disparate methods of teaching vocabulary to a high school remedial reading class of special-category students. (Doctoral dissertation, The American University, 1973). Dissertation Abstracts International, 34(06), p. 3186-A, Order No. 73-28,809.
Students: 105 ninth and tenth grade students in a remedial reading class
Methods compared: Teacher-directed program on word parts and words of foreign origin and unusual extraction vs use of programmed vocabulary book
Findings: Teacher-directed group made significant gains in vocabulary; group using programmed materials did not

Gnewuch, M.M. The effect of vocabulary training upon the development of vocabulary, comprehension, total reading, and rate of reading of college students. (Doctoral dissertation, Oklahoma State University, 1973). Dissertation Abstracts International, 34(10), p. 6254-A, Order No. 74-08,019.
Students: 407 college students enrolled in reading improvement and study skills classes
Methods compared: Learning of words students selected through skimming articles vs incidental learning (control)
Findings: Experimental group of "reading class" students made significantly greater gains in vocabulary growth than control group but "study skills" class students did not

Gutkoska, J.P. The influence of the supplementary vocabulary program on the improvement of reading vocabulary. (Doctoral dissertation, University of Maryland, 1967). Dissertation Abstracts International, 28(07A), p. 2441, Order No. 68-00,507.

Students: 691 eighth grade students from forty-two schools
Methods compared: An author designed multi-level vocabulary program vs a published vocabulary program vs incidental learning (control)
Findings: No significant differences among the three groups on word knowledge or reading comprehension

Hammack, M.L. A comparison of three approaches to vocabulary improvement in ninth grade language arts: an experimental study. (Doctoral dissertation, Oregon State University, 1970). Dissertation Abstracts International, 31 (07A), p. 3165, Order No. 70-27,029.
Students: 164 ninth graders
Methods compared: A direct teaching approach vs interest-in-words approach vs wide-reading approach vs incidental learning (control)
Findings: Interest-in-words group was the only one in which significant gains in vocabulary were made, and the only group which differed significantly from the control group; there were no significant differences between experimental groups

Hogan, F. Comparison of two methods of teaching word meaning through the use of word parts in grades ten, eleven, and twelve. (Doctoral dissertation, Boston University, 1961). Dissertation Abstracts International, 22(12), 4218, Order No. 61-03358.

Students: 511 students in English classes
Methods compared: Discovery method, an analytical method involving classification vs direct teaching of word parts vs indirect learning (control)
Findings: Group using discovery method surpassed other groups in knowledge of word parts, vocabulary, spelling, and visual memory

Hoisington, A.L. An experimental investigation of a linguistic approach to prefixes, suffixes and root words. (Doctoral dissertation, Washington State University, 1968). Dissertation Abstracts International, 29(09A), p. 3041, Order No. 69-03,747.

Students: One hundred students from four sixth grade classes
Methods compared: Semi-programmed series of forty lessons emphasizing word meaning through structural elements, etymology, mnemonic devices, context, and sentence structure vs incidental classroom learning (control)
Findings: Experimental groups made significantly greater gains in comprehension; differences between experimental and control groups on vocabulary "approached significance"

Langer, J.H. A comparison of the effects of three types of vocabulary development on the reading comprehension and thinking ability of sixth grade children. (Doctoral dissertation, Wayne State University, 1965). Dissertation Abstracts International, 26(09), p. 5296, Order No. 66-01,241.

Students: 163 sixth graders
Methods compared: Group studying multiple-meaning abstract words vs group studying words chosen from study skills texts vs group studying key words in World Book Encyclopedia reprints
Findings: All three groups made significant vocabulary gains; differences between groups were not significant

McDowell, N.A. The effectiveness of the controlled reader in developing reading rate, comprehension and vocabulary as opposed to the regular method of teaching reading. Journal of Experimental Education, Summer, 1964, 32, 363-369.

Students: Thirty-two fifth grade children reading at or above grade level
Methods compared: Use of controlled reader vs "regular" reading lessons involving reading and discussing various selections
Findings: No significant differences between groups

Meagher, J.A. The effectiveness of three different methods of teaching multiple meaning vocabulary for sixth grade pupils. (Doctoral dissertation, Boston University School of Education, 1968). Dissertation Abstracts International, 29 (12A), p. 4383, Order No. 69-07,860.

Students: 429 sixth grade children representing sixteen classes from two communities
Methods compared: Presentation of multiple meaning vocabulary by (1) large-group instruction using transparencies; (2) large-group instruction using every student response sheets and (3) a small-group method in which worksheets were substituted for transparencies to convey same information
Findings: No significant differences between groups

Olson, J. A study of the effects of an intensive multi-media program of vocabulary development on the reading achievement of adults. (Doctoral dissertation, University of North Dakota, 1972), Dissertation Abstracts International, Order No. 73-15,306.

Students: Air force personnel enrolled in remedial reading program
Methods compared: Remedial reading program featuring audio-visual materials vs group studying materials of same content without audio-visual aids
Findings: The multi-media approach was indicated as having significant effects on word recognition achievement but not on reading test scores or on word recognition

Sankar, M.M.S. A comparison of two methods of increasing and maintaining reading speed, accuracy, vocabulary and comprehension among sixth grade pupils in a culturally disadvantaged neighborhood. (Doctoral dissertation, Indiana State University, 1973). Dissertation Abstracts International, Order No. 73-31,508.

Students: 58 students in sixth grade culturally disadvantaged neighborhood
Methods compared: Basal reader method vs method using controlled readers and tachistoscopes
Findings: Statistically significant results found the machine method superior with reference to performance on vocabulary, speed, and accuracy sub-tests

Thompson, J.E. Instructional intervention in the development of qualitative vocabulary: a further study. (Doctoral dissertation, State University of New York at Buffalo, 1973). Dissertation Abstracts International, 34104, p. 1504A, Order No. 73-23, 857.

Students: 429 eighth grade students in urban inner-city school
Methods compared: Vocabulary lessons designed to improve qualitative vocabulary vs placebo lessons-- two different time schedules
Findings: Experimental groups attained significantly higher scores in qualitative vocabulary; timing of lessons was not a significant factor

Wright, F.L. An experimental study comparing the differential effectiveness of three developmental reading treatments upon the rate, vocabulary, and comprehension skills of white and black college students. (Doctoral dissertation, Southern Illinois University, 1973). Dissertation Abstracts International, Order No. 74-5731.

Students: College students in a developmental reading course, composed of black and white students
Methods compared: (1) Teacher-directed large-group instruction and independent self-instruction;(2) test response teaching strategies-- workbook plus supplementary reading materials; (3) self-instruction test response strategies and multi-media presentation
Findings: Treatment (3) produced significantly greater gains in comprehension scores; an ordinal interaction between race and treatment was found to be affecting the criterian vocabulary scores

B. Programs in which Evaluation Was Based on Instructional Effects on Content Area Vocabulary Acquisition and Performance

Barren, R.F. The use of an iterative research process to improve a method of vocabulary instruction in tenth grade biology. (Doctoral dissertation, Syracuse University, 1971). Dissertation Abstracts International, 32 (10A), p. 5664, Order No. 72-11,823.

Students: Tenth grade biology students
Methods compared: A series of interlocking substudies involving vocabulary preteaching, various approaches to directions, and reinforcements
Findings: A modified method proved most effective

Fews, R.C. An experimental study analyzing intentional and incidental learning of technical business vocabulary in second-year typewriting classes. (Doctoral dissertation, Michigan State University, 1969). Dissertation Abstracts International, 30(05A), p. 1911, Order No. 69-16,135.

Students: Second-year high school typewriting students
Methods compared: Typing of paragraphs with technical terms included vs typing of irrelevant material (control)vs paragraphs typed and explained
Findings: Experimental groups significantly superior to control groups on learning and retention of technical business vocabulary

Georgiady, N.P. Vocabulary growth in the elementary social studies as influenced by the use of selected audio-visual materials. (Doctoral dissertation, University of Wisconsin, 1959). Dissertation Abstracts International, 20(03), p. 922, Order No. 59-03188.

Students: Sixth, seventh, and eighth graders in public school social science classes
Methods compared: Presentation of vocabulary using visual aids including films, filmstrips, and opaque projector vs presentation of vocabulary with more limited visual aids
Findings: Students in experimental group made significantly greater gains in vocabulary growth

Komisar, D.D. The effects of the teaching of social science vocabulary to college freshmen on some aspects of their academic performance. (Doctoral dissertation, Boston University, 1961). Dissertation Abstracts International, 14(01), p. 66, Order No. 00-06,648.

Students: 52 college freshmen in a first semester social science course
Methods compared: Presentation of pertinent social studies vocabulary vs incidental learning (control)
Findings: Results favoring the experimental group were not statistically significant; students in lowest quartile on pre-tests showed greatest degree of improvement

McMullen, D.W. Computer-assisted vocabulary acquisition: a terminological approach. Stony Brook, New York: State University of New York, 1973. (Eric Document Reproduction Service), No. ED 082 135.

Students: College students assisting in project designed to expedite vocabulary acquisition by computer use
Methods compared: Conceptually important terms were selected from text chosen for purpose; blocked-presentation methods were compared
Findings: Spaced presentation was indicated as more effective

Note: Author considered implications for computer-assisted instruction (CAI) as most important contirbution of study

Pless, H. The use of structural analysis by high school biology students as a method for learning and retaining the definitions of technical vocabulary terms. (Doctoral dissertation, Temple University, 1966). Dissertation Abstracts International, 27 (11A), p. 3634, Order No. 67-06,256.
Students: 200 tenth grade biology students
Methods compared: Use of vocabulary books especially prepared to stress structural elements in conjunction with an ongoing biology program vs classroom instruction without vocabulary element (control)
Findings: Experimental group significantly superior in acquisition of vocabulary and in retention of terms

Romano, L. The role of sixteen millimeter motion pictures and projected still pictures in science unit vocabulary learning at grades five, six, and seven. Journal of Experimental Education, 1956, 25, pp. 49-58.
Students: Equal numbers of fifth, sixth, and seventh grade public school children
Methods compared: Vocabulary emphasis using audio-visual materials including movies and slides vs vocabulary emphasis including audio-visual materials but excluding movies or slides
Findings: Students in experimental groups had greater increases in vocabulary than control group

Van der Linde, L.F. An experimental study of the effect of the direct study of quantitative vocabulary on the arithmetic problem solving ability of fifth grade pupils. (Doctoral dissertation, Michigan State University, 1962). Dissertation Abstracts International, 23(10A), p. 3700, Order No. 63-01763.
Students: 394 fifth graders in twenty-four arithmetic classes
Methods compared: Groups presented with four direct-study techniques to aid development in mathematics vs groups in which no special attention to vocabulary was given (control)
Findings: Experimental groups performed better on tests involving arithmetic problem solving, and attained significantly higher scores on post-tests of arithmetic concepts

Note: A summary of this study can be found in the Elementary School Journal, December, 1964.

White, D.G. A comparison of three techniques involving the use of visual education procedures in the development of entomological vocabulary in secondary school science. (Doctoral dissertation, University of Wisconsin, 1965). Dissertation Abstracts International, 17(02), p. 318, Order No. 00-17,351.

Students: Six secondary school general science classes (147 students)
Methods compared: Three combinations of visual aids used in content and vocabulary presentation
Findings: All three methods proved equally effective in promoting vocabulary growth in science

C. Programs Evaluated on the Basis of Instructional Effects on Learning of Word Lists, Word Parts, and Related Tasks

Albinski, E. E. Part, whole and added parts learning of same-stem words and the effect of stem learning on acquisition and retention of vocabulary. (Doctoral dissertation, The Pennsylvania State University, 1969). Dissertation Abstracts International, Oct., 1970, 31(4A), p. 1609, Order No. 70-19,384.
Students: College students (?)
Methods compared: Various combinations of "part" and "whole word" learning of unknown words
Findings: Mixed; some statistically significant superiority indicated for the pre-teaching of stems

Brown, J.I. Reading improvement through vocabulary development: the CPD formula. In Schick and May, New Frontiers in College Adult Reading, Fifteenth Yearbook of the National Reading Conference, 1966.
Experiment 1
Students: University students in reading efficiency classes
Methods compared: Use of vocabulary text only (control) vs text plus word game supplement vs text plus programmed text supplement for teaching pre-identified word parts and relevant words
Findings: Game approach indicated as most effective in identification and memorization of words; programmed text supplement more effective with generalizations

Experiment 2
Students: 75 "gifted" high school sophomores
Methods compared: Work in programmed vocabulary book for thirty minutes per week vs incidental learning of word parts (control)
Findings: Experimental group superior on re-test involving word parts and related words

Brown, K.O. A comparative study of the effects of teaching vocabulary through a gaming technique and through the discussion method in enrichment classes at a suburban intermediate school. (Doctoral dissertation, The American University, 1970). Dissertation Abstracts International, 31(10A), p. 5264, Order No. 71-08,611.
Students: Seventy-seven students in seventh grade enrichment classes in a suburban intermediate school
Methods compared: Word game method vs discussion method (control) for learning 50 complex words
Findings: Both methods equally effective in learning complex vocabulary

Brumbach, V.W. The effects of three experimental presentations on the acquisition of vocabulary by graduate students. (Doctoral dissertation, North Texas State University, 1970). Dissertations Abstracts International, 31(07A), p. 3287, Order No. 71-00,546.

Students: Graduate students enrolled in an admissions seminar
Methods compared: Presentation of words from Nelson Denny Reading Test in context using: (1) audio-visual approach (video tape); (2) audio approach (tape recording) and (3) visual (printed materials)
Findings: All three methods indicated equally effective in learning pre-identified words

Einbecker, P.G. Development of an audiovisual program based upon the acquisition of perceptual knowledge to increaase college students' vocabulary, 1973. (ERIC Document Reproduction Service No. ED 101 303).

Students: 86 junior college business education freshmen
Methods compared: Studying 40 words identified by pre-test (1) without any mention of root words involved; (2) with directions to learn and apply root words; and (3) with instructor-prepared audiovisual materials to stimulate learning of root words
Findings: No significant difference between groups on post-test on 40 learned words; however, group using audiovisual materials performed significantly better on a 100-item application test

Foth,D.L. Mnemonic technique effectiveness as a function of word abstractness and mediation instructions. Journal of Verbal Learning and Verbal Behavior, 1973, 12, 239-245.

Students: 200 college students in an introductory psychology course
Methods compared: Learning of lists of ten concrete or abstract nouns using four distinct mnemonic techniques and two different types of mediators vs learning of same words without mnemonic devices
Findings: Mnemonic techniques were indicated as helpful in learning concrete nouns, but not in the learning of abstract nouns

Johnston, K.A. Programmed instruction versus conventional teaching: a study of learning and retention in language arts. (Doctoral dissertation, Washington State University, 1964). Dissertation Abstracts International, 25(06), p. 3434, Order No. 64-11748.

Students: Eighth graders in 12 language arts classes
Methods compared: Programmed method for teaching pre-identified vocabulary words vs conventional (teacher-directed) method
Findings: No significant differences in achievement indicated between the two methods

Marks, J.I. The use of task analytic procedures to develop individualized, self-instructional vocabulary learning materials. (Doctoral dissertation, Stanford University, 1973). Dissertation Abstracts International, 34(03), p. 1135-A, Order No. 73-20,557.

Students: 88 sixth grade middle class students
Methods compared: Four analytical procedures for learning root words, identified as: (1) diagnostic, (2) standard, (3) dictionary and (4) improved--also no-treatment controls
Findings: Mixed; all experimental groups indicated as superior to controls on criteria measures; diagnostic treatment significantly more effective with reference to time required to complete instruction

McNeal, L.D. Recall and recognition of vocabulary word learning in college students using mnemonic and repetitive methods. (Doctoral dissertation, University of Virginia, 1972). Dissertation Abstracts International, 33(3394A), Order No. 72-33,376.
Students: 114 college students
Methods compared: Three methodology groups (repetitive, mnemonic, and unspecified) as well as two study times (5 minutes vs unlimited time) for learning thirty-five "difficult vocabulary words"
Findings: No significant differences between three methods utilized; group given "unlimited time" proved superior to group limited to five minute learning time

Nelson, M.N. An experimental study of three methods of vocabulary instruction. Master of Science Thesis, Brigham Young University, 1961.
Students: 72 fifth grade children
Methods compared: Three methods for learning pre-identified word lists: (1) exercises worked individually; (2) exercises worked in pairs; and (3) writing of sentences using identified words
Findings: Two groups working with exercises had significantly superior performance to group writing sentences

Otterman, L.M. The value of teaching prefixes and root words. Journal of Educational Research. April, 1955, 48, 611-616.
Students: 585 seventh graders in an English class
Methods compared: Direct teaching of prefixes and related words vs incidental learning (control)
Findings: Experimental group superior on post-test covering specific prefixes and words learned; no significant differences between groups were found on a general vocabulary test, however

Skinner, W.S. The effect of subliminal and supraliminal words presented via video-taped motion pictures on vocabulary development of ninth grade students. (Doctoral dissertation, Arizona State University, 1969). Dissertation Abstracts International, 36(06A), p. 2430, Order No. 69-20,802.
Students: 600 ninth grade students from two public shcools
Methods compared: Presentation of the ten and the twenty most difficult words from a vocabulary pre-test using one of three methods: (1) supraliminal projection using video tape; (2) subliminal projection using video tape and (3) tape with visual presentation missing (control)
Findings: Performance of experimental groups superior to control group on post-test covering words learned; however, differences in gains between groups was not significant

D. Studies Evaluated on the Basis of Vocabulary Instruction Effects on the Learning of Concepts

Anderson, R.C., Goldberg, S.R. and Hidde, J.L. Meaningful processing of sentences. Journal of Educational Psychology. 1971, 62, 395-399.
Students: 43 undergraduate college students in educational psychology course; 48 paid undergraduates
Methods compared: Ability to complete sentences correctly when whole sentences were read orally vs sentences in which final word was essential and had to be supplied
Findings: Group supplying final word in initial reading significantly superior when (1) final word had to be supplied (Experiment 1) and (2) when initial noun had to be supplied (Experiment 2)

Anderson, R.C. and Kulhavy, R.W. Learning concepts from definitions. American Educational Research Journal, 1972, 9, 385-390.
Students: 48 undergraduate college students enrolled in an educational psychology class
Methods compared: Reading definitions orally vs composing sentences as aids to selecting appropriate concept from four possibilities
Findings: Group which composed sentences were more accurate in selecting appropriate concept than students who read sentences orally

Ironside, R.A. A study of directed concept formation: the teaching of context clues for vocabulary development. (Doctoral dissertation, University of Michigan, 1959). Dissertation Abstracts International, 20(05), p. 1691, L.C. Card No. Mic 59-4930.
Students: 211 college students in reading improvement program
Methods compared: Deductive vs inductive vs combination vs incidental methods for learning five types of context clues and applying them
Findings: No significant differences between the four groups

Johnson, D.M. and Stratton, R.P. Evaluation of five methods of teaching concepts. Journal of Educational Psychology, 1966, 57, 48-53.
Students: Total of 138 college students in psychology classes
Methods compared: Five methods for teaching four concepts: (1) definitions; (2) sentences; (3) classification; (4) synonyms and (5) a combination method
Findings: Group having mixed treatment performed better than any single treatment group; no significant differences found between the four single treatment groups

Lieberman, J.E. The effect of direct instruction in vocabulary concepts on reading achievement. (Doctoral dissertation, New York University, 1965). Dissertation Abstracts International,27(04A), p. 960, Order No. 66-09,507.
Students: Forty-two fifth grade groups in a private school setting
Methods compared: Teaching vocabulary concepts through direct experience vs conventional instruction (control)
Findings: Both groups improved in both reading and concept achievement; experimental group improved more in concept achievement

PART II

OTHER SELECTED STUDIES RELEVANT TO THE TEACHING OF VOCABULARY
(1950-1975)

Aaronson, S. Vocabulary instruction: challenge of the seventies. In F. Greene (Ed.), Investigations Relating to Mature Reading. 21st NRC Yearbook, Milwaukee, Wisconsin: National Reading Conference, 1972. 134-138.

Allman, R. W. A study of the vocabulary needs of a class of juniors and seniors at the Alabama State College. The Journal of Educational Research, Feb. 1962, 55, 228-231.

Anderson, J. D. Crisis in vocabulary. Classical Outlook, Dec. 1973, 51, 37-38.

Baxter, F. B. Vocabulary development through the reading of the daily newspaper. English Journal, Jan. 1951, 40, 570-571.

Beggs, B. B. Speak the word trippingly. English Journal, Jan. 1951, 40, 39-40.

Botel, M. What linguistics says to this teacher of reading and spelling. The Reading Teacher, Dec. 1964, 18, 188-193.

Brown, R. How shall a thing be called? Psychological Review, Jan. 1958, 65, 14-21.

Burns, P. C. Means of developing vocabularies. Education, 1964, 85, 533-538.

Dale, E. Vocabulary measurement: techniques and major findings: Elementary English, XLII, Dec. 1965, 42, 895-901, 948.

Deighton, L. C. Developing vocabulary: another look at the problem. English Journal, Feb. 1960, 49, 82-88.

Dolch, E. W. Vocabulary development. Elementary English, March, 1953, 80, 70-75.

Dulin, K. L. The role of contextual clues in the acquisition of specific reading vocabulary by mature readers. (Doctoral dissertation, University of Washington, 1968). Dissertation Abstracts International, 29(07-A), p. 2112, Order No. 69-01166.

Graham, P. P. A comparative analysis of reading vocabulary studies. (Doctoral Dissertation, Baylor University, 1966). Dissertation Abstracts International, 27(06-A), p. 1542, Order No. 66-12,995.

Heavy, R. Vocabulary development for the college bound. Journal of Developmental Reading, Summer, 1963, 6, 281-283.

Heys, F. Jr. Means of vocabulary development. Journal of Developmental Reading, Summer, 1963, 6, 140-143.

Hunt, J. T. The relation among vocabulary, structural analysis, and reading. Journal of Educational Psychology, April, 1953, 44, 193-202.

Hurlburt, D. The relative value of recall and recognition techniques for measuring precise knowledge of word meaning--nouns, verbs, adjectives. Journal of Educational Research, April, 1954, 47, 6, 561-576.

Jackson, R. and Dizney, H. Intensive vocabulary training. Journal of Developmental Reading, Summer, 1963, 6, 221-229.

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Lindner, M. Vitalizing vocabulary study. English Journal, April, 1951, 40, 225-226.

Lowenthal, K. A study of imperfectly acquired vocabulary. British Journal of Psychology, May 1971, 62, 225-233.

Lukens, C. Using your daily newspaper to teach vocabulary and writing. Honolulu, Hawaii: Hawaii Newspaper Agency, Inc., 1963. (ERIC Document Reproduction Service No. ED 098 582)

Manzo, A. V. CAT: A game for extending vocabulary and knowledge of allusions. Journal of Reading, Feb. 1970, 13, 367-9.

Manzo, A. V. Teaching strategies and exercises for vocabulary development. 1973. (ERIC Document Reproduction Service No. ED 092 892)

Matthewson, A. The direct method of teaching vocabulary in high school. Word Study, Feb. 1953, 28, 1-3.

McCullough, C. M. Implications of research on children's concepts. Reading Teacher, Dec. 1959, 13, 100-107.

McDonald, A. S. Vocabulary development: facts, fallacies and programs. In: Thurston and Hafner (Eds.), New Concepts in College-Adult Reading. 13th NRC Yearbook, Milwaukee, Wisconsin: National Reading Conference, 1964, 77-85.

Moir, W. A world of words. English Journal, March 1953, 42, 153-155.

Olson, H. F. Affixes and twelfth grade vocabulary building. English Journal, Jan. 1954, 431, 38-40.

Peterson, C. C. Self-selection of vocabulary reading instruction. The Journal of Educational Research, Feb. 1974, 67, 253-254.

Ristow, W. L. How accurate are students' vocabularies? The Education Digest, April 1965, 30, 49-51.

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